

Course Specification

A. Course Information																							
Final award title(s)	MSc Advanced Clinical Practice (Taught top-up)																						
Intermediate exit award title(s)	None																						
UCAS Code		Course Code(s)	5549 – PT 5532 – Slow Track																				
	London South Bank University																						
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS																						
Division	Advanced Clinical Practice & Non Medical Prescribing																						
Course Director	Nicky Bradley																						
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify																						
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																						
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>1</td> <td>September</td> <td>September</td> </tr> <tr> <td>Part time</td> <td>18 months</td> <td>January</td> <td>July</td> </tr> <tr> <td>Part time slow-route</td> <td>1</td> <td>September</td> <td>September</td> </tr> <tr> <td>Part time slow-route</td> <td>18 months</td> <td>January</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	1	September	September	Part time	18 months	January	July	Part time slow-route	1	September	September	Part time slow-route	18 months	January	July
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Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire <p style="text-align: center;">No</p>																						
Approval dates:	Course(s) validated / Subject to validation	May 2019																					
	Course specification last updated and signed off	September 2022																					
Professional, Statutory & Regulatory Body accreditation	None																						
Reference points:	Internal	Corporate Strategy 2020 - 2025 LSBU Academic Regulations LSBU Behavioural Framework LSBU Assessment Load Equivalence Guidelines																					

		<p>LSBU Assessment Good Practice Guidelines</p> <p>School Road Map/Strategy</p> <p>Academic Quality and Enhancement Website</p>
	<p>External</p>	<p>QAA Quality Code for Higher Education (2018)</p> <p>Framework for Higher Education Qualifications</p> <p>SEEC Level Descriptors 2021</p> <p>Subject Benchmark Statements: Health Studies (Honours) Degree (QAA, 2018) and informed by Pharmacy (QAA, 2002) and Medicine (QAA, 2002) Masters level standards</p> <p>Health Education England (HEE) Multiprofessional Framework for Advanced Clinical Practice in England (2017)</p> <p>Royal College of Nursing (RCN) standards for advanced level nursing practice, advanced nurse practitioners, RCN accreditation and RCN credentialing (2018)</p> <p>International Council of Nurses (ICN, 2008) Scope of practice, competencies and standards of the advanced practice nurse</p> <p>Royal College of Emergency Medicine (RCEM)/Health Education England/RCN (2017) Advanced Clinical Practitioner Curriculum and Assessment</p> <p>NHS England (2016) Allied Health Professionals into Action – using AHPs to transform health, care and wellbeing 2016/7 – 2020/21</p> <p>The Faculty of Intensive Care Medicine (2015) Curriculum for Training of Advanced Critical Care Practitioners</p> <p>Royal Pharmaceutical Society (2013) The RPS Advanced Pharmacy Framework (APF)</p>

		<p>College of Paramedics/Health Education England (2018) Paramedics Career Framework</p> <p>Chartered Society of Physiotherapy (2016) Advanced practice in Physiotherapy</p> <p>NHS England (2017) General Practice – Developing confidence, capability and capacity – A ten point action plan for General Practice Nursing</p> <p>Academy for Healthcare Science (2018) Career Framework for Healthcare Scientists</p> <p>Royal College of Occupational Therapists (2017) The Career Development Framework: Guiding Principles for Occupational Therapy</p> <p>OfS Guidance</p> <p>Competitions and Markets Authority</p> <p>Institute for Apprenticeships and Technical Education EQA Framework</p>
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B. Course Aims and Features

<p>Distinctive features of course</p>	<p>From 2016, LSBU has provided the PgDip/MSc Advanced Clinical Practice as a curriculum for both experienced registered nurses and other health professionals working in primary, secondary and tertiary health care settings, who wish to undertake advanced clinical education at master’s level. This has provided high-quality development not only for Advanced Nurse Practitioners (ANP) but also for Advanced Clinical Practitioners (ACP) and other healthcare professionals to work at an advanced level of clinical practice. This is alongside the PgDip/MSc Advanced Nurse Practitioner Mental Health and MSc/PgDip Children’s Advanced Nurse Practitioner courses that have continued to be provided for experienced nurses.</p> <p>Over the past decade, developments in advanced clinical practice have emphasised the need for master’s level education to enable advanced practitioners to improve clinical care, enhance the multi-professional team and provide evidence-based, patient-focussed, safe high quality patient care. This is reflected in Advanced Practice frameworks from Scotland, Wales, Northern Ireland and the publication of the Health Education England “Multiprofessional framework for Advanced Clinical Practice in England” (2017) and international standards (ICN, 2008). The RCN goes further and</p>
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	<p>stipulates completion of a full master's award as one of the requirements for credentialing of advanced level nursing practice.</p> <p>Funding in London and the surrounding areas has and continues to support study up to Postgraduate Diploma level for advanced practice. Very few NHS Trusts have funded students to progress to achieve a full MSc award at LSBU. As a result many students at LSBU have gained a Postgraduate ANP or Advanced Clinical Practice awards but have not progressed to complete the Dissertation. Those who have, have needed to self-fund the 60 credit Dissertation module or apply for the limited number of Charity grants.</p> <p>The England, Wales and Northern Ireland (EWNI) Summary Credit Level Descriptors for Level 7 study specify "Display mastery of complex and specialised area of knowledge and skills, employed advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision". This is further expanded by the Quality Assurance Agency and SEEC to describe the nature of activities that would be expected to evidence this level. The ACP team at LSBU noted the move in a couple of universities to interpret these standards more broadly to the combination of a range of activities in the final MSc year rather than the traditional dissertation model.</p> <p>LSBU has therefore decided to offer an innovative new approach to enable postgraduate advanced practice students to undertake a taught approach to build on their prior learning leading to award MSc Advanced Clinical Practice (Taught top-up).</p> <p>This is only available to LSBU graduates who have completed the following courses:</p> <ul style="list-style-type: none"> • PgDip Advanced Nurse Practitioner [Course code 3992] • PgDip Advanced Clinical Practice [Course code 4758] • PgDip Advanced Nurse Practitioner Mental Health [Course code 4557] • PgDip Children's Advanced Nurse Practitioner [Course code 3773] <p>It comprises of three modules, two of which are core and one optional. These can be taken over a one-year time frame or one at a time over an 18-month time frame depending on availability of funding, study leave, choice of option module and individual preference.</p> <p>The course comprises of three 20 credit Level 7 modules: two core and one option as follows:</p> <ol style="list-style-type: none"> 1. ACP_7_008 "Professional Development for Advanced Clinical Practice" [CORE] 2. WHN_7_015 "Enhancing Practice through Work Based Learning" [CORE]
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3. Option module or APL Level 7 credit.

The module choice is designed to further equip graduates with the knowledge, skills and behaviours commensurate with the HEE Advanced Clinical Practice framework. It will enable students to build on the following four pillars and associated capabilities:

1. Clinical practice
2. Management/Leadership
3. Education and
4. Research.

These aspects will form part of the taught and blended learning content and also be assessed within the modules. For example within the core module “Professional Development for Advanced Clinical Practice” students will identify a clinical issue, undertake a substantial investigation to gain base line information and from this create an original research-informed practice development proposal including selection of appropriate methodology, influencing strategies and evaluation tools and methods. Within the core module “Enhancing Clinical Practice through Work Based Learning” students will assume responsibility for prioritising their own clinical learning needs and select and apply strategies to successfully achieve identified objectives and critically evaluate their outcomes. This could link to focus on developing the knowledge and skills to perform a specific technological intervention eg Chest Xray requesting and interpretation. Or it could relate to production of some of the evidence required for demonstration of competencies for professional credentialing at an advanced level eg RCEM ACP Credentialing.

Inclusion of an option module enables the individual student to address their specific learning and/or service needs to further develop their knowledge, skills and advanced level scope of practice.

Cohorts will comprise experienced nurses, allied health professionals and pharmacists. This enables inter-professional and peer learning in the core modules and utilisation of the wide range of experience and variety of clinical roles and settings that students are working in.

Employers, current students and graduates have positively welcomed this change. They see it has an important opportunity to continue advanced practice education and development across all four pillars in a supported way. It will also facilitate the process of transition which research has highlighted can be problematic for this group who are moving into new roles and managing increased responsibilities with an expanded scope of clinical practice.

	<p>Current students will also have the option to continuing to pursue the 60 credit Dissertation approach.</p> <p>Once all eligible students have completed or confirmed that they do not intend to do so this award will close.</p>
<p>Course Aims</p>	<p>The MSc Advanced Clinical Practice (Taught top-up) aims to:</p> <ul style="list-style-type: none"> • Equip students with knowledge, skills and behaviours to enable them to deliver safe, appropriate, effective, efficient and evidence-based healthcare for patients. • Develop the student's ability to apply knowledge and understanding systematically and creatively to complex issues within the field of advanced clinical practice. • Foster the student's potential for strategic leadership, particularly in relation to the continual enhancement of the quality of healthcare. • Facilitate the personal and professional development of each student such that they take responsibility for their own learning and are able to demonstrate a reflective, enquiring, critical and innovative approach to practice.
<p>Course Learning Outcomes</p>	<p>A Students will have knowledge and understanding of:</p> <p>A1 Local and national policies, regulatory frameworks and evidence-based guidelines</p> <p>A2 A comprehensive range of strategies to promote, improve and provide safe and effective evidence-based care for patients presenting in a range of healthcare settings with complex problems</p> <p>A3 The impact of a wide range of contextual factors (eg social, ethical, legal, political, technological, cultural, and economic) and trends, at local, national and international levels upon health and the leadership, management and culture of healthcare organisations, as well as on healthcare practices and professionals</p> <p>A4 A comprehensive range of public health strategies and theoretical approaches that might be critically deployed to tackle inequalities and promote the health and well-being and prevention of disease with individuals, specific groups and communities</p> <p>A5 The history and development of advanced clinical practice from a devolved four country, UK and international context</p> <p>A6 Government policy and strategy and its impact within a changing context on stakeholders and organisations at a local and national level</p>

	<p>A7 A wide range of related theory and approaches enabling analysis of professional issues (such as professional identity, advocacy, autonomy, ethics and accountability) within the practice arena for the advancement of professional expertise, strategic leadership, service improvement and patient care</p> <p>A8 An extensive range of research and quality assurance and quality improvement methodologies and evidence-bases, and underpinning paradigms, that can be used to inform, enhance and challenge practice, including ethical and governance dimensions</p> <p>A9 The application of teaching and learning theories and techniques to influence organisational culture to optimise the learning and development environment</p> <p>A10 Wide-ranging approaches to mitigate risk and optimise patient safety</p> <p>A11 Existing and emerging technology to underpin and inform decisions made about care and treatment and to optimise education</p> <p>B Students will develop their intellectual skills such that they are able to:</p> <p>B1 Critically analyse and synthesise information from a wide range of sources in order to gain a coherent understanding of, and new insight into, pertinent theoretical principles and their application to practice</p> <p>B2 The ability to creatively and effectively apply leadership, research and education theory for the enhancement of practice.</p> <p>B3 Critically analyse the theoretical, research, clinical and professional underpinnings of advanced clinical practice as a means to optimise higher-level knowledge and skills</p> <p>B4 Proactively explore potential solutions to complex, unstructured and sometimes unfamiliar practice problems (possibly in the absence of complete data)</p> <p>C Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Establish therapeutic relationships with patients and colleagues through skilled and creative use of communication</p> <p>C2 Critically evaluate own clinical practice and seek further learning and development to develop proficiency to a higher level</p>
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	<p>C3 Undertake skilled, competent, safe, evaluative, autonomous, reflective holistic consultations for patients with common and complex health problems including referral where appropriate</p> <p>C4 Take a pro-active approach to working in partnership to support, educate and empower patients, their families and other carers to use available services and participate in decisions concerning their care and influence the quality of future provision</p> <p>C5 Demonstrate leadership skills, self-direction and originality in tackling and solving problems and effective team-working within a multi-disciplinary and multi-agency context</p> <p>C6 Collaboratively engage with others to plan and deliver interventions to meet the learning and development needs of own and others profession</p> <p>C7 Evaluate the quality of practice, including health outcomes, of self and others at individual, team, organisational and systems level, selecting and applying valid and reliable approaches and methods which are appropriate to the needs and context, and act on the findings</p> <p>C8 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences</p> <p>C9 Demonstrate the ability to critically challenge, advocate for, and shape health care services, within a context of resource demands and changing organisational and policy imperatives</p> <p>D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Gather and interpret information from different sources and make informed judgements about its quality and appropriateness</p> <p>D2 Work independently and as part of a group or team</p> <p>D3 Communicate effectively with a wide range of individuals using a variety of means, including ability to provide coherent and logical arguments in support of decision-making.</p> <p>D4 Demonstrate self-awareness and the ability to critically appraise individual learning needs</p> <p>D5 Information management skills eg use of IT, Internet</p> <p>D6 Implement appropriate strategies for continuing professional and personal development and evaluate the impact</p>
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	<p>D7 Be adaptable and show creativity, originality, insight and critical reflective abilities which can be brought to bear on a wide range of situations</p> <p>A Curriculum Map of the course learning outcomes across the modules within this award is provided in Appendix A</p>
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C. Teaching and Learning Strategy

The course will be taken on a part-time, one-day-a-week basis. Each module is worth 20 credits. The modules can be taken in any order. All teaching for this course takes place on the Southwark Campus. The academic year at LSBU is organised into two semesters. The format of the module will vary but dates will be published in advance to facilitate requests for study leave.

At LSBU each 20 credit module represents 200 hours of total student effort per module. Class contact commonly comprises of approximately 30-40 hours, with 14 hours for blended learning and the remainder is for guided and student self-directed work and practice based learning. Students should undertake private study for a minimum of 11 hours per module per week.

A variety of student-centred, teaching strategies are used which maximise student participation and engagement including individualised learning contracts, class debates, student presentations, work-based learning and use of online learning resources. The Library services provide a wide range of hard-copy and on-line resources, help-sheets and one to one's, study skills sessions and quiet study areas.

The classroom based activity is supported by online activities using the Virtual Learning Environment (Moodle) for electronic resources, and online discussion. Blended learning is defined as a combination of elements of face-to-face learning and teaching, electronically supported learning and teaching, and eLearning. It accounts for 14 hours for each module with a range of activities according to the focus of the module and assessment strategies.

Learning support is a crucial element of any course of study but may be considered even more so for a postgraduate programme developing healthcare professionals for a new level of practice and innovative way of working. The Advanced Clinical Practice course teaching team are all experienced Senior Lecturers. They have all worked as advanced practitioners and most continue to do so regularly. The Course Director oversees student progression from induction to final award. Students gain support from their module leaders and through lunchtime meetings held each semester. Student feedback is collected at the end of each module and an annual Course Board has student representation as part of the quality assurance process.

D. Assessment

A range of strategies are used for assessment on this course. Formative assessments are used in each module to develop master's level academic performance and review developing clinical competence. A variety of summative practice-related assessments are used at the end of each module including use of a portfolio and a practice development portfolio. These assessments allow the student to demonstrate both the depth and breadth of knowledge and skills required to demonstrate achievement of the capabilities underpinning advanced clinical practice.

E. Academic Regulations

The University's Academic Regulations apply for this course. Current University Academic Regulations allow up to 40 credits at Level 6 to contribute to a Postgraduate Diploma or MSc award.

In addition the following apply:

1. Students must successfully complete and pass all of the modules on this pathway in order to be eligible for the final award. The modules are compulsory and are classed as designated modules and criteria for compensation cannot normally be applied. [This reflects the clinical and professional development aspects of the course and is a requirement within the Standards and Criteria for RCN Accreditation Unit Accreditation of advanced nursing educational programmes (RCN 2018)].
2. In line with professional standards, the combination of the Postgraduate Diploma and top up MSc award has to be achieved within a 5 year academic timeframe.

F Entry Requirements

In order to be considered for entry to this course applicants will be required to have the following:

PROFESSIONAL:

- Current professional registration with the Nursing & Midwifery Council (NMC) or Health Care Professions Council (HCPC) or The General Pharmaceutical Council (GPhC)

ACADEMIC QUALIFICATIONS:

Successful completion of one of the following awards:

- PgDip Advanced Nurse Practitioner [Course code 3992]
- PgDip Advanced Clinical Practice [Course code 4758]
- PgDip Advanced Nurse Practitioner Mental Health [Course code 4557]
- PgDip Children's Advanced Nurse Practitioner [Course code 3773]

PRACTICE:

- Employed* for a minimum of 25 hours per week in one relevant clinical environment, with access to appropriate clinical support and supervision for the development of knowledge and skills to an advanced level. *This excludes students who are working in a locum or agency basis.
- Applicants must also be able to demonstrate employer support for all of the following (even where individuals are self-funding):
 - For the applicant to undertake this course at LSBU
 - Willingness to release the student to enable them to dedicate the equivalent of 3 hours per week throughout the calendar year (in addition to the study day in university) as protected learning time to enable the student to work in a 'supernumerary capacity' to focus on their clinical/professional development

- For the student to organise for a Doctor/qualified Advanced Practitioner to act as their designated "Practice Facilitator" to supervise and support the applicants clinical development
- Provision of day-to-day supervision and support by an experienced clinical team to enable the development of the knowledge, skills, behaviours, competence and confidence commensurate with this level of practice

RECOGNITION OF PRIOR LEARNING

This is considered on an individual basis, in accordance with the University Academic Regulations. Credit awarded by another university may under certain circumstances contribute to the credit required for a London South Bank University award.

For credit to be transferred, the learning must be relevant to the module for which the claim for credit is being made. The learning must also have been at a comparable academic level and must have been assessed. The amount of credit transferred must be equal to or less than the amount of credit awarded by the university at which the learning took place. The learning activity must have taken place less than 4 years prior to entry to the MSc Advanced Clinical Practice (Taught top-up) course.

At least half of the credit required for an award of the University must normally be accumulated as a result of learning undertaken and assessed at London South Bank University. Current University Academic Regulations allow up to 40 credits at Level 6 to contribute to a Postgraduate Diploma or MSc award.

The university also has a process for accreditation of prior experiential learning, with the details and submission requirements for each claim considered individually.

G. Course structure

The course will be taken on a part-time. Each module is worth 20 credits. The modules can be taken in any order. Students will normally study between 40 – 60 credits per academic year depending on their desired rate of progression with a usual overall duration of 1 year to 18 months, up to a maximum timeframe of 3 years. **The maximum period for gaining the PgDip and MSc is 5 years.** There are two intakes to the course; September and January.

There are no prescribed orders for the modules associated with this award. The order and duration will be influenced by the choice of option module and its timing related to the two core modules.

SEPTEMBER INTAKE EXAMPLE: Part time [1 year]

Year 1	Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Professional Development for Advanced Clinical Practice	20 Level 7 credits	Enhancing Practice through Work Based Learning	20 Level 7 credits

	Option module	20 Level 7 credits		
60 Level 7 credits gained: MSc Advanced Clinical Practice (Taught top-up) awarded July				

SEPTEMBER INTAKE EXAMPLE: Part time [18 months]

Year 1	Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Professional Development for Advanced Clinical Practice	20 Level 7 credits	Option module	20 Level 7 credits
Year 2	Semester 1 (Sept – Jan)		Semester 2 (Jan – June)	
	Enhancing Practice through Work Based Learning	20 Level 7 credits		
60 Level 7 credits gained: MSc Advanced Clinical Practice (Taught top-up) awarded February				

Practice Based Learning

Students undertaking the MSc Advanced Clinical Practice (Taught top-up) award are expected to continue their practice based learning with the support of a nominated Practice Facilitator and other senior experienced clinicians. This is important to complement classroom learning and to develop the student's clinical and professional scope of practice to an advanced level. Details of these activities and the role of the Practice Facilitator are provided in the Practice Based Learning Handbook that accompanies this course.

In order to ensure this happens, aspects of learning in practice are purposively structured and assessed. To achieve this we require that every student spend the equivalent of a minimum of 3 hours per week working in a "supernumerary capacity" in order to focus specifically on his or her clinical and professional development. This requirement extends beyond the University semesters to include the Christmas, Easter and summer periods.

The practice based learning activities can be formally planned, organized to meet specific learning needs and opportunistic. It encompasses individual activities through to formal teaching with mixed professional groups within the workplace. Focused practice based learning activities are specified for this course in a Practice Based Learning Handbook.

H. Course Modules

The Course Director or nominated representative will discuss potential option modules with the student at interview. These will be confirmed at the start of the academic year in which they are due to undertake this module

Module Code	Module Title	Level	Semester	Credit value	Assessment
CORE MODULES					
ACP_7_008	Professional Development for Advanced Clinical Practice	7	1 and 2	20	4,000 word Practice Development Proposal
WHN_7_015	Enhancing Practice through Work Based Learning (Taught)	7	2	20	4,000 word report

OPTION MODULES					
ACP_7_021	Assessment and management of musculoskeletal minor injuries	7	2	20	Presentation of a Case study
EXAMPLES OF OTHER OPTIONAL VALIDATED MODULES THAT COULD BE CHOSEN AS OPTION MODULE					
TBE_7_013	Mentorship and Competency Based Education	7	1 and 2	20	Critical Reflection
AHP_7_081	Mentorship for Allied Health Professions (Taught)	7	2	20	4,000 word reflective account
AHP_7_106	Mentorship for Allied Health Professions (Online)	7	2	20	4,000 word reflective account
TAR_7_011	Research in Health and Social Care (Taught)	7	1 and 2	20	4,000 word written assignment
TAR_7_014	Research in Health and Social Care (Online)	7	1 and 2	20	4,000 word written assignment
AHP_7_079	Entrepreneurship for Allied Health Professions (Taught)	7	1 and 2	20	4,000 word business plan
AHP_7_107	Entrepreneurship for Allied Health Professions (Online)	7	1 and 2	20	4,000 word business plan
WHN_7_124	Ethics and Law in Professional Practice	7	1 and 2	20	2,000 word written assignment and Ethics Consultation or Best Interests Assessment
AHP_7_038	An Introduction to Counselling Skills for Health Care Professionals	7	2	20	4,000 word essay
AHP_7_080	Living Well with Dementia	7	1	20	20 minute presentation
AHP_7_078	Advancing Practice with Assisted Living Technologies (Online)	7	1 and 2	20	4,000 word written report
I. Timetable information					

Students will be provided with a timetable and preparation material following successful application for the course. Teaching sessions as morning or afternoon or full day sessions according to the module timetable. There are no evening or weekend teaching sessions. Assessments normally take place in January for semester 1 modules and May/June for semester 2 modules. Students will be notified by their LSBU email account of any changes to the timetable and on the VLE (Moodle) site.

J. Costs and financial support

Course related costs

No specific costs

List of Appendices

- Appendix A: Curriculum Map of course learning outcomes across modules within MSc
Advanced Clinical Practice (Taught top-up)
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map for MSc Advanced Clinical Practice (Taught top-up)

This map demonstrates where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes for use in validation, accreditation and external examining processes. Making the learning outcomes explicit also helps students to monitor their own learning and development as the course progresses.

Modules			Course outcomes										
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
7	Enhancing Practice through Work Based Learning (Taught)	WHN_7_015											
7	Professional Development for Advanced Clinical Practice	ACP_7_008			x	x	x	x	x	x	x	x	x
7	Choice of option module		x	x									

Modules			Course outcomes														
Level	Title	Code	B1	B2	B3	B4			C1	C2	C3	C4	C5	C6	C7	C8	C9
7	Enhancing Practice through Work Based Learning (Taught)	WHN_7_015	x		x	x								x		x	
7	Professional Development for Advanced Clinical Practice	ACP_7_008	x	x	x	x			x	x		x	x	x	x	x	x
7	Choice of option module		x		x	x			x	x	x			x	x		

Modules			Course outcomes						
Level	Title	Code	D1	D2	D3	D4	D5	D6	D7
7	Enhancing Practice through Work Based Learning (Taught)	WHN_7_015	x	x	x	x	x	x	x
7	Professional Development for Advanced Clinical Practice	ACP_7_008	x	x	x	x	x	x	x
7	Choice of option module		x	x	x	x	x	x	x

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7 (Masters)
1 Supporting the development and recognition of skills through the personal tutor system.	<ul style="list-style-type: none"> • Students will be encouraged, via Course Guide and welcome from the Course Director, to make an appointment with the Module Leaders for pastoral/pathway support whenever needed during their studies.
2 Supporting the development and recognition of skills in academic modules.	<ul style="list-style-type: none"> • Students IT skills will be developed by provision of an introductory session to the library resources and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities within the Induction session • IT skills will be further developed by the use of the Virtual Learning Environment (Moodle) which provides students with key information and supplementary material to support their learning. <ul style="list-style-type: none"> ▪ Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts • Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation and preparing for practical sessions. • Marking grids will be used by all markers for all assessments which will be published in each module guide at the start of the semester • Across the modules, written feedback will be given to students in formative assessments to provide specific guidance to assist further academic development • Summative assessment feedback will be provided which will highlight areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts. • Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through clinical modules in relation to identification and application of high-quality evidence based practice.
3 Supporting the development and recognition of skills through purpose designed modules.	<ul style="list-style-type: none"> • Across all of the modules, students will develop their ability to work in groups on both clinical and professional topics. • In addition professionally-focussed skills such as negotiation, assertiveness, debating, advocacy, leadership and marketing are developed in the module “Professional Development for Advanced Clinical Practice” modules, to develop students’ ability within these areas.

<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<ul style="list-style-type: none"> • Students will develop and consolidate their ability and understanding of a broad range of research-based literature and research methods in the Induction sessions to support their academic writing. • All of the modules will develop students' ability to critically appraise research to inform practice. • In the "Professional Development for Advanced Clinical Practice" modules students' will review quality improvement methodology and apply this in practice.
<p>5 Supporting the development and recognition of career management skills.</p>	<p>All students undertaking this course will be already employed, however they will develop:</p> <ul style="list-style-type: none"> • The ongoing ability to identify and prioritise their learning needs and plan appropriate strategies to successfully address these needs <ul style="list-style-type: none"> ▪ Skills in marketing their unique role ▪ Presentation skills ▪ Their ability to communicate a coherent argument in class discussions, debates and through assessments ▪ Their ability to synthesise information and concepts through class discussions, debates and through written assessments ▪ In the module "Professional Development for Advanced Clinical Practice" students will produce a job plan
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<ul style="list-style-type: none"> • Students will receive formative feedback from their Practice Facilitators • Students will be encouraged to reflect on their role within their workplace, in the module "Professional Development for Advanced Clinical Practice" particularly with reference to managing organisational change and multi-agency working.
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<ul style="list-style-type: none"> • At the Professional Development day at the start of the course students will hear from past-graduates regarding their experiences in service development, membership of commissioning boards and conducting research etc
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>In addition to the areas listed above:</p> <ul style="list-style-type: none"> • Students work within health care settings which are multidisciplinary areas; this provides opportunities for learning from each other and to develop a better understanding of different roles, responsibilities and professional identities. • There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice

	<ul style="list-style-type: none"> • Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning • Students will be encouraged to consider their future goals and aspirations through completion of a leadership /personal development action plan in the module “Professional Development for Advanced Clinical Practice”
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> ▪ Students on this course are health professionals who are required to complete a Performance Development Review (Appraisal) with their employers in their clinical workplace on a yearly basis. This results in an individual PDP for the coming year.
10. The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	<ul style="list-style-type: none"> ▪ This will be supported in the practice area by completion of a reflective learning log and future action plan in “Professional Development for Advanced Clinical Practice”

Appendix C: Terminology

This section provides a selection of definitions relevant to this course.

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision

intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music

prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions